

CCSA Lesson Foci

<p>Climate</p> <ol style="list-style-type: none"> 1. The teacher creates a motivated and academic classroom with a positive attitude learning demonstrated by all students and enthusiasm from the teacher. There are clear routines and high expectations to ensure that all students engage proactively for the lesson duration. The behaviour policy is followed to reward or sanction as appropriate. 2. Quality of work and presentation in all students' books is of a consistently high standard with frequent use of green pen and evidence of teacher feedback. 3. After meeting, greeting, and seating and closing the door after the first 3 mins, the lesson starts with a routine retrieval exercise (Do Now) of no more than 5 mins. Students experience a high level of success and 100% participate. This is assessed with green pen. 4. The teacher is highly engaging, communicating new knowledge concisely and precisely. The teacher monitors the classroom circulating purposefully and knowing what success looks like for all students. 5. At the end of the lesson the teacher highlights success and maintains the positive atmosphere and encourages the students to reflect on their learning using green pen. Exit routines are clear and students are dismissed in a calm and timely manner. 	<p>Content</p> <ol style="list-style-type: none"> 1. Teachers have planned to manage students' cognitive load effectively. There is a well-judged element of challenge and engaging subject content. 2. Teachers have scaffolded the lesson with the help of the driving question. The pedagogical approach is followed, and misconceptions are planned for. 3. Teachers have integrated a variety of tasks into the lesson including frequent turn and talk and broken-down expositions. 4. The teacher pre-teaches challenging new vocabulary. Effective strategies are implemented to ensure that all students can articulate, define, and apply subject specific vocabulary in context. 5. Reading material is accessible, appropriate, and adapted as necessary.
<p>Support</p> <ol style="list-style-type: none"> 1. Models and demonstrations are focused on both key learning and students' metacognition enabling them to be successful in silent practice. 2. Teachers are responsive and use effective strategies to address identified misconceptions at the earliest opportunity. 3. SEND information, Learner passports and reading ages, are used to inform planning so the needs of all students, and especially those with SEND, are fully met. 4. Additional adults in the room are carefully planned for and incorporated into the lesson to support individuals or groups 5. The strategic seating plan and classroom environment ensures that the focus is on the learning and that the teacher can circulate easily. 	<p>Assess</p> <ol style="list-style-type: none"> 1. The teacher habitually uses formative assessment to routinely check knowledge retention and to gain insight into the impact of their teaching of the lesson, unit and curriculum. This includes cold calling and mini-whiteboards. 2. The purpose of activities is shared with students, so they know what and why they are doing. Students understand how the lesson fits within subsequent and future learning. 3. The teacher shares success criteria – mastery, secure, developing, emerging – to encourage students to be aspirational and to help them learn. 4. Green pen should be used habitually in the lesson to self-assess and reflect. In this way students are aware of their progress. 5. Feedback to students is focused and precise and suitable time is given for students to practice and embed this feedback

CCSA Lesson Structure

Planning	<ul style="list-style-type: none"> • Informed and strategic seating with consideration of reading ages/SEND and behaviour data • Content devised with the previous lesson in mind, a sense of the bigger picture, and adaptations made for students in the class. • Lesson is planned around a driving question to create a classroom culture of enquiry. • Literacy is embedded into subject content. • Lesson modes are on all slides: Look & Listen, Turn& Talk, Practice, Silent Practice, Test Conditions. • The classroom environment is stimulating and organised.
Start of Lesson	<ul style="list-style-type: none"> • Meet, greet, and seat students. No lining up. Close the door after the first 3 mins. Exercise books and planners out. • Routine retrieval exercise (Do Now) as a bridge between prior and new knowledge. This is completed in silence for no longer than 5 mins. • Take the register and circulate throughout the task. • Task must be accessible (and stimulating) for all so that students experienced high level of success. • The Do Now is self-assessed with green pen. Circulate to identify any errors that will need re-teaching.
Driving question /Homework	<ul style="list-style-type: none"> • Introduce the driving question and ensure that all students have this written down and underlined. • Share purpose of activities with students so they know what and why they are doing and how the lesson fits within subsequent and future learning. • Set homework and ensure that all students have written this in their planner or check that homework is completed.
Main lesson	<ul style="list-style-type: none"> • Introduce new knowledge through clear and concise teacher instruction and modelling. • Introduce challenging new vocabulary and ensure that this can be understood and used in context. • New knowledge is broken down and scaffolded so it can be easily understood. • Use mini whiteboards, cold calling and turn and talk to check understanding of new knowledge. • Circulate purposefully all lesson • Have high expectations for presentation. Ask for work to be redone if it does not follow the CCSA standards. • Be explicit about success criteria – mastery, secure, developing, emerging – to encourage students to be aspirational and to help them learn. • In most lessons allow time in the lesson for students to work independently and in silence. This work is to be self-assessed in green pen. • Be aware of misconceptions to make the next lesson a success. • Feedback to students is focused and precise and suitable time is given for students to practice and embed this feedback
End of lesson	<ul style="list-style-type: none"> • Highlight success and maintain the positive atmosphere. Explain who is to be rewarded and why. • Encourage the students to reflect on their learning using green pen. • Use clear exit routines to ensure that students are dismissed in a calm and timely manner.

Pedagogical Approach

*“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”
(Williams, 2011)*

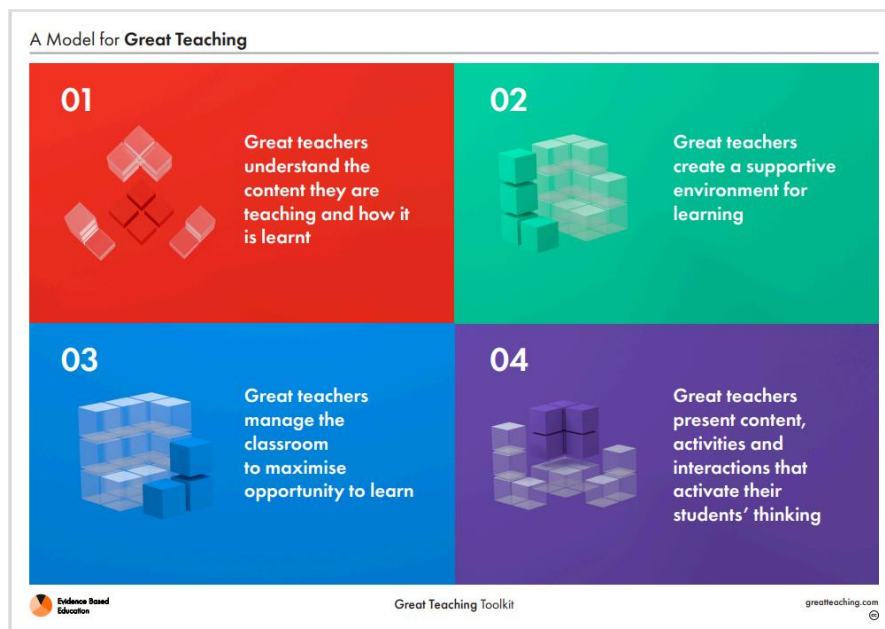
These are our key focuses:

1. **Content Chosen Appropriately**
2. **Creating a Supportive Environment**
3. **Stretching and stimulating Opportunities to Learn (Support)**
4. **Activating Hard Thinking (Assess)**

Our Pedagogical Approach is centered in the Great Teaching Toolkit. This is a set of tools to:

- Help teachers understand and focus on the things that matter most for promoting student learning
- Create the conditions in which all teachers can steadily learn to be even more effective in their practice
- Provide rich, actionable feedback to support reflection, self-assessment, coaching & teacher learning

<https://www.teachertoolkit.co.uk/wp-content/uploads/2020/06/Great-Teaching-Toolkit.pdf> (See page 5 of this document)



1. Content chosen appropriately

Effective planning provides our students with the skills to learn well. Staff plan lessons that enable students to develop and become confident learners. The three leading practices being:

- Metacognition – activating prior knowledge, developing independent practice and by using structured reflection to enable our students to be self-regulating learners.
- Cognitive Load Theory – being aware and planning for intrinsic cognitive load, extraneous cognitive load and germane cognitive load. It is critical that lessons are broken and adapted for each class. Less is often more. To help, lesson PPT have learning modes on them (Look+Listen, Turn+Talk, Practice, Silent Practice, Test Conditions).
- This connects to the EEF’s “Five a Day” teaching benefits for students with SEND:
 1. Explicit Instruction
 2. Cognitive and metacognitive strategies
 3. Scaffolding
 4. Flexible Grouping
 5. Using Technology
- Literacy is a thread running through all lessons. Appropriate texts that aren’t too dense are chosen with reading ages in mind; and key words teach and embed Tier 2/3 vocabulary. Explicit Frayer model, High Five with “Read like a...” strategies are rooted into classroom practice.

2. **Creating a Supportive Environment**

The learning climate is created and established by students being known as individuals with clear and consistent routines to follow.

- Organised and Stimulating Classroom
 - The classroom environment influences and inspires all to give their best, be proud of their work and school and stimulate learning.
 - There are no standard display expectations in classrooms; creative approaches that celebrate student achievements are encouraged.
 - Teaching PPTs do not need be in the CCSA colours with the logo and mission statement; they should be visual, engaging and not too text heavy.
- Routines
 - Meet, greet at the threshold, and seat. This includes a quick, silent do now task of no more than 5 mins, which all students can access and is engaging for them.
 - Informed and strategic seating regularly reviewed with the teacher circulating purposefully all lesson.
 - The register is taken, and the driving question is shared and communicated with students.
 - Finish with a flourish by returning to the learning question, pack away, tidy and calm exit. Students should not be kept as a class beyond the allocated lesson time.
- Relationships
 - Knowing the profile of every student: prior attainment, additional needs, SEND, PP, EAL approach to learning and behaviour.
 - Working effectively with any additional adults in the classroom

- Modelling the CCSA Day: “We are Courageous in our Learning, Compassionate in our Caring, Supporting each other in love we will Achieve and flourish together”
- Using restorative practice to resolve any relationship issues.

The expectations for all departments are below and each term a Best Kept Zone will be awarded.

1	Inspiring and relevant displays throughout zone, classroom and corridors, showcasing students’ work and informing of course content, celebrating individual student successes and department outcomes.
2	Classrooms are tidy with furniture in good repair and are equipped with basics and zone-specific resources including green pens, paper, textbooks.
3	Corridors and classrooms are free of litter, graffiti and chewing gum
4	Core CCSA display sheets are in each room.
5	Values and Church School ethos are evident and linked to zone subjects.
6	Evidence of raising aspirations and relevant subject career links, career role models are on corridors and classroom displays
7	Zone staff work rooms are tidy
8	Staff greet and meet and are a visible presence in corridors at lesson changeovers
9	Presentation in students’ books meets the CCSA Presentation Standard.
10	All areas of the zone are compliant with Health and Safety.

3. Stretching and Stimulating Opportunities to learn

Expectations

We have agreed expectations for all students at CCSA for all to meet in and out around school regarding conduct, approach to learning and presentation of work. We are to be insistent and persistent for all students to meet the standard by the consistent use of behaviour systems.

- a. Approach to Learning
 - The expectation that all students can become exemplary learners in their attitude, focus and engagement during the lesson.
- b. Self-Discipline for learning
 - The expectation that all students are prepared, organised and active in their learning, responding to the teacher on the first time of asking. There are no passengers, and everyone is engaged.
- c. Presentation Standard
 - The expectation that all students take pride in the presentation of their work by meeting the CCSA standard.
 1. Write in blue or black pen
 2. No doodling or scribbling
 3. Full date, underline with a ruler
 4. Sub-Heading “Do Now” and underline with a ruler
 5. Tasks completed neatly and self-assessed in green pen
 6. Driving question underlined with a ruler and labelled DQ
 7. Glue in worksheets carefully
 8. Draw in pencil
 9. Write P for practice, H/W for homework

10. Rule off neatly at the end of the lesson

The Learning Dialogue

The learning dialogue inspires and informs learning by ensuring students know what they are learning, the progress they are making by the feedback given and the acquisition of new knowledge using questioning and clarity of explanation.

- a. Driving questions
 - The driving question is the question posed to students in order to get them to investigate a problem or process. This should be on the bottom of every PPT slide. It must be devised with the previous lesson in mind and a sense of the bigger picture. The driving question helps to create a classroom culture of enquiry, keeps learning open, provides challenge, promotes hard thinking, engages, provides a chance to retrieve prior knowledge and reflection
 - Students are aware of the key performance indicators (criteria) for the topic.
- b. Questions for learning
 - A range of questions and questioning techniques are planned and used with cold calling as the default with opportunities for formative assessment maximised. Mini-whiteboards and other ways to see that all students understand are frequently used.
- c. Responding to students' work
 - Students know where they are at and what their next steps are by the use formative assessment at every moment in every lesson as well as timely Whole Class Feedback on a chosen piece of work at least once a half term for most subjects and once a fortnight for English, Maths and Science.
 - There is an assessment grid in student books so that the level and achievement of individuals can be identified and understood.

4. Activating Hard Thinking

The learning activity planned in and outside of the classroom engages, inspires and secures progress so that hard thinking is activated. Lessons follow an approach based on the I do, we do, you do model.

- a. Challenge and stretch
 - A teaching to the top approach should be used by setting tasks that are challenging and scaffolded, so all can access, and the additional needs of learners are met. Teacher models tasks precisely and carefully so all students understand what is required. Use of the classroom visualiser is encouraged.
- b. Engage and create
 - A range of independent and group tasks are to be used to secure engagement, with opportunities to be creative and to attain the knowledge. Frequent, quick turn and talk tasks are to be built into every lesson to engage all students.
- c. Homework
 - This is used to review learning and prepare for the next lesson with a focus on retrieval practice and subject specific online learning platforms as well as creative, challenging and independent tasks.

A Model for Great Teaching

1. Understanding the content

- 1** Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2** Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3** Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
- 4** Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1** Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2** Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3** Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4** Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

- 1** Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- 2** Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3** Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

- 1** Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- 2** Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- 3** Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- 4** Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5** Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
- 6** Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

